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ABSTRACT

This Quill and Scroll Study, which is illustrated with numerous tables, concerns the following subjects: The School Newspaper as a Truth Shop; The School Newspaper as a Pleasure Dome; and The School Newspaper as a Persuasion Podium. (DB)

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THREE FUNCTIONS OF THE SCHOOL NEWSPAPER

--

The Truth Shop

The Persuasion Podium

The Pleasure Dome

--

By Laurence R. Campbell

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A Quill and Scroll Study

August, 1971

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F O R E W O R D

The high school newspaper which met the standards of 1920 or 1930 or 1940 or even 1970 may not meet the standards that should challenge student journalists today. Many of the newspapers are good, but many are not good enough. Perhaps YOU can help make them better.

The limited number of copies of this inquiry is being sent to:

1) High school publication advisers who are leaders
2) School press associations and schools of journalism
3) State departments of secondary education
4) Others who have a special interest in student journalists

If you wish to excerpt major portions of the study, please write to the director of Quill and Scroll Studies. If you wish to make minor selections, please be sure that copy reprinted is presented in context. We shall appreciate receiving comments.

You may wish to circulate this study among your co-workers or give it to your library. If you have courses for advisers, they may be interested in these findings. We hope you will share the study with those in your area who may find it relevant.

The author of the study can arrange to speak at school press conferences, workshops, and institutes. He also may serve in a consultative capacity in planning courses in journalism and mass media.

The author is deeply indebted to the many advisers who cooperated in this study.

Laurence R. Campbell
Director of Quill and Scroll Studies
August, 1971

PART 1 - THE SCHOOL NEWSPAPER AS A TRUTH SHOP

Are top-rated school newspapers superior in news coverage? Is the All-American newspaper a better news medium than a Second Class newspaper?

To answer these and related questions, Quill and Scroll Studies examined data from 275 newspapers, 73 per cent of which entered the 1970 National Scholastic Press Association Critical Service. They answered a 158-item questionnaire.

Of the 275 schools participating, 55 per cent were public, 84 per cent were coeducational, 69 per cent had traditional schedules, and 95 per cent were 3-year, 4-year, or 5-6 year high schools.

Enrollments were as follows: less than 500, 23 per cent; 500-999, 24 per cent; 1,000-1,999, 31 per cent; 2,000-2,999, 17 per cent; more than 3,000, 5 per cent.

Offset printing was used by 66 per cent, letterpress by 21 per cent, duplicating by 11 per cent. (And 1 per cent did not report.)

All-American newspaper staffs have a clearer conception of news than other staffs. Their responses as reported in Table 1 indicate less uncertainty about the nature of news as defined.

This statement is bolstered by evidence from Tables 2, 3, 4, and 5 which list four factors or criteria used in recognizing and evaluating news. All staffs appear to be uncertain about the adoption and use of policy guidelines. See Table 6.

What is the function of the school newspaper? Is it a house organ, newsletter, public relations medium, adversary medium, or truth shop? Again All-American newspapers answer with a greater sureness, for 91 per cent agree or strongly agree that the newspaper is the truth shop which presents the school "like it is" in accurate, balanced, objective, truthful news.

All-American newspaper staffs give more substantial support to four principles to guide newspapers, as reported in Tables 12, 13, 14, and 15. The truth shop concept presupposes presenting a truthful, comprehensive, and intelligent account of school events in a context and <u>with a frequency</u> that gives them meaning. Thus a representative picture of the school community may be projected.

To achieve this goal, obviously the staff should have full access to current and relevant information about the school. It should also be able to publish any news about the school, its students, its faculty, and its other personnel that may be presented in local news media.

All-American newspapers give much better support to most of these positions than do the other newspapers.

TABLE 1.--News Definition: News Is the Report of a Current Idea, Event, or Problem That Interests Readers of Our School Newspaper

	All	All-American	Second Class
Strongly agree	63	73	58
Agree	36	25	42
Undecided	..	..	..
Disagree	1	1	..
Strongly disagree	..	..	..

TABLE 2.--Timeliness--Recency, Immediacy

	All	All-American	Second Class
Strongly agree	63	70	58
Agree	33	29	39
Undecided	2	..	..
Disagree	1	1	3
Strongly disagree	..	..	..

TABLE 3.--Nearness--Proximity

	All	All-American	Second Class
Strongly agree	57	60	58
Agree	38	37	32
Undecided	3	..	10
Disagree	2	2	..
Strongly disagree	..	1	..

TABLE 4.--Size-Scope of Conflict, Prominence of or Numbers of Persons Affected, Money Involved, Magnitude

	All	All-American	Second Class
Strongly agree	43	52	35
Agree	41	37	45
Undecided	9	4	6
Disagree	6	7	6
Strongly disagree	1	..	1

TABLE 5.--Relevance--Consequences, Importance, Significance

	All	All-American	Second Class
Strongly agree	65	71	65
Agree	31	28	29
Undecided	1	..	6
Disagree	2	1	..
Strongly disagree	..	..	..

TABLE 6.--Policy Guidelines of Board of Education Staff

	All	All-American	Second Class
Strongly agree	14	18	10
Agree	26	23	39
Undecided	15	14	3
Disagree	25	26	19
Strongly disagree	19	20	29

TABLE 7.--The House Organ of the Student Council or "In-Group" of Students Who Hold Key Positions of Influence, Power

	All	All-American	Second Class
Strongly agree	1	1	...
Agree	5	4	6
Undecided	4	1	3
Disagree	22	14	35
Strongly disagree	68	80	55

TABLE 8.--The Newsletter of the School for Parents and Alumni As Well As Students and Faculty

	All	All-American	Second Class
Strongly agree	12	17	6
Agree	33	39	39
Undecided	14	6	13
Lisagree	23	19	29
Strongly disagree	18	19	13

TABLE 9.--The Public Relations Medium which Presents the School in a Favorable Light and Avoids Impairing the School's Image

	All	All-American	Second Class
Strongly agree	97	8	3
Agree	19	19	35
Undecided	12	10	6
Disagree	37	35	42
Strongly disagree	24	25	13

TABLE 10.--The Adversary of the School Establishment Which Exposes the Faults and Failures of the School

	All	All-American	Second Class
Strongly agree	1	3	..
Agree	13	4	16
Undecided	9	17	13
Disagree	38	38	39
Strongly disagree	39	41	32

TABLE 11.--The Truth Shop Which Presents the School "Like It Is" in Accurate, Balanced, Objective, Truthful News

	All	All-American	Second Class
Strongly agree	48	56	39
Agree	37	35	48
Undecided	7	5	6
Disagree	6	4	6
Strongly disagree	1	1	..

Consider news of interest to the community in Tables 16 through Table 25. In six instances All-American excelled Second Class newspapers. It is astonishing to note that though the report covers almost six months of school that often a third or more of the schools found nothing to report! Is this systematic news coverage?

TABLE 12.--Provide a Truthful, Comprehensive, and Intelligent Account of the School's Events in a Context and With a Frequency Which Gives Them Meaning

	All	All-American	Second Class
Strongly agree	72	74	61
Agree	27	21	35
Undecided	1	..	3
Disagree	..	..	..
Strongly disagree	..	..	..

TABLE 13.--Project a Representative Picture of the School Community As a Miniature Society

	All	All-American	Second Class
Strongly agree	36	46	32
Agree	40	34	32
Undecided	16	15	19
Disagree	7	2	13
Strongly disagree	1	1	3

TABLE 14.--Provide Full Access to Current and Relevant Information About the School

	All	All-American	Second Class
Strongly agree	55	67	58
Agree	36	28	32
Undecided	5	1	6
Disagree	3	4	..
Strongly disagree	1	..	3

TABLE 15.--Present Any News About the School, Its Students, Its Faculty, and Its Other Personnel That May Be Presented in Local News Media

	All	All-American	Second Class
Strongly agree	30	37	33
Agree	37	36	43
Undecided	15	13	17
Disagree	14	11	3
Strongly disagree	3	2	3

TABLE 16.--School Board Meetings

	All	All-American	Second Class
More than one story published	24	31	20
At least one story published	33	36	40
News kept out by adviser	..	1	..
News kept out by principal	1	..	..
News did not develop	42	34	40

TABLE 17.--PTA or Parents Meetings

	All	All-American	Second Class
More than one story published	21	27	11
At least one story published	42	43	46
News kept out by adviser	..	..	..
News kept out by principal	1	1	..
News did not develop	36	29	43

TABLE 18.--School Superintendent

	All	All-American	Second Class
More than one story published	17	26	28
At least one story published	28	29	31
News kept out by adviser	..	..	..
News kept out by principal	1	1	..
News did not develop	53	44	41

TABLE 19.--Meetings To Discuss Local School Problems

	All	All-American	Second Class
More than one story published	31	38	37
At least one story published	36	32	47
News kept out by adviser	..	..	..
News kept out by principal	..	1	..
News did not develop	33	29	17

TABLE 20.--School System News

	All	All-American	Second Class
More than one story published	47	50	53
At least one story published	28	33	33
News kept out by adviser	..	..	..
News kept out by principal	..	..	..
News did not develop	25	17	13

TABLE 21.--School Bond Issues

	All	All-American	Second Class
More than one story published	17	26	21
At least one story published	12	14	10
News kept out by adviser	..	1	..
News kept out by principal	..	..	..
News did not develop	70	58	69

TABLE 22.--Strike by Teachers

	All	All-American	Second Class
More than one story published	4	8	10
At least one story published	5	7	7
News kept out by adviser	..	..	..
News kept out by principal	..	1	..
News did not develop	90	84	83

TABLE 23.--Dismissal of Teachers

	All	All-American	Second Class
More than one story published	2	3	..
At least one story published	4	..	..
News kept out by adviser	1	1	3
News kept out by principal	1	1	..
News did not develop	92	95	97

TABLE 24.--Bus Policy

	All	All-American	Second Class
More than one story published	5	11	3
At least one story published	19	29	10
News kept out by adviser	..	..	..
News kept out by principal	..	..	..
News did not develop	75	61	86

TABLE 25.--Race Controversies

	All	All-American	Second Class
More than one story published	10	13	21
At least one story published	15	21	14
News kept out by adviser	..	..	..
News kept out by principal	2	1	3
News did not develop	74	65	62

All-American newspapers excelled Second Class newspapers in finding news in nine of thirteen curricular areas, as Tables 26 through 38 indicate. Yet one-fifth of the All-American staffs could find not so much as one news story about business education, driver training, mathematics, natural science, and speech!

Perhaps it is time for student journalists to discover the academic program which absorbs most of their time every school day. Something is wrong with that program if it actually never makes news, and with the newspaper if it ignores the curricular activities.

TABLE 26.--Art--Fine and Industrial

	All	All-American	Second Class
More than one story published	52	57	52
At least one story published	36	35	41
News kept out by adviser	..	..	..
News kept out by principal	..	..	..
News did not develop	12	7	14

TABLE 27.--Agriculture

	All	All-American	Second Class
More than one story published	11	9	11
At least one story published	10	9	25
News kept out by adviser	..	..	..
News kept out by principal	..	..	..
News did not develop	79	82	64

TABLE 28.--Business Education

	All	All-American	Second Class
More than one story published	28	29	25
At least one story published	39	42	39
News kept out by adviser	..	..	..
News kept out by principal	..	1	..
News did not develop	33	29	36

TABLE 29.--Driver Training

	All	All-American	Second Class
More than one story published	11	14	17
At least one story published	35	42	31
News kept out by adviser	..	..	..
News kept out by principal	..	..	..
News did not develop	54	44	52

TABLE 30.--English

	All	All-American	Second Class
More than one story published	48	47	48
At least one story published	34	39	38
News kept out by adviser	..	..	..
News kept out by principal	..	..	..
News did not develop	18	14	14

TABLE 31.--Foreign Languages

	All	All-American	Second Class
More than one story published	37	35	17
At least one story published	40	48	48
News kept out by adviser	..	..	..
News kept out by principal	..	..	..
News did not develop	24	16	34

TABLE 32.--Homemaking

	All	All-American	Second Class
More than one story published	34	37	27
At least one story published	42	45	43
News kept out by adviser	..	..	..
News kept out by principal	..	..	..
News did not develop	24	18	30

TABLE 33.--Mathematics

	All	All-American	Second Class
More than one story published	22	27	14
At least one story published	42	51	34
News kept out by adviser	..	..	..
News kept out by principal	..	..	..
News did not develop	36	23	52

TABLE 34.--Music

	All	All-American	Second Class
More than one story published	70	77	73
At least one story published	23	20	23
News kept out by adviser	..	..	..
News kept out by principal	..	..	..
News did not develop	7	2	3

TABLE 35.--Natural Science

	All	All-American	Second Class
More than one story published	33	32	24
At least one story published	35	45	41
News kept out by adviser	..	..	..
News kept out by principal	..	..	..
News did not develop	29	22	34

TABLE 36.--Physical Education

	All	All-American	Second Class
More than one story published	58	62	50
At least one story published	27	24	30
News kept out by adviser	..	..	..
News kept out by principal	..	..	..
News did not develop	14	14	20

TABLE 37.--Social Studies

	All	All-American	Second Class
More than one story published	47	56	50
At least one story published	33	34	37
News kept out by adviser	..	..	..
News kept out by principal	..	..	..
News did not develop	20	10	13

TABLE 38.--Speech

	All	All-American	Second Class
More than one story published	51	57	63
At least one story published	26	24	27
News kept out by adviser	..	..	..
News kept out by principal	..	..	..
News did not develop	23	19	10

Both All-American and Second Class staffs give fairly systematic coverage to such news beats as the principal, guidance office, library, student council, publications, and organizations, as Tables 39 through 44 indicate. Almost one-half of them found no news about the city recreation program, summer jobs for teens or part-time jobs for teens. See Tables 45, 46, 47.

TABLE 39.--Principal's Office

	All	All-American	Second Class
More than one story published	47	52	40
At least one story published	34	34	33
News kept out by adviser	..	..	..
News kept out by principal	1	..	..
News did not develop	19	14	27

TABLE 40.--Guidance, Testing

	All	All-American	Second Class
More than one story published	60	63	70
At least one story published	31	33	20
News kept out by adviser	..	..	..
News kept out by principal	..	..	..
News did not develop	9	4	10

TABLE 41.--Library, Audiovisual

	All	All-American	Second Class
More than one story published	41	46	33
At least one story published	41	42	57
News kept out by adviser	..	..	..
News kept out by principal	..	..	..
News did not develop	18	12	10

TABLE 42.--Student Council

	All	All-American	Second Class
More than one story published	85	86	83
At least one story published	13	14	10
News kept out by adviser	..	..	..
News kept out by principal	..	..	..
News did not develop	1	..	7

TABLE 43.--Publications

	All	All-American	Second Class
More than one story published	63	68	52
At least one story published	29	29	31
News kept out by adviser	..	..	3
News kept out by principal	..	..	..
News did not develop	7	3	14

TABLE 44.--Organizations

	All	All-American	Second Class
More than one story published	92	92	97
At least one story published	8	7	3
News kept out by adviser	..	..	..
News kept out by principal	..	..	..
News did not develop	..	..	..

TABLE 45.--City Recreation Programs

	All	All-American	Second Class
More than one story published	16	14	21
At least one story published	29	33	24
News kept out by adviser	..	..	..
News kept out by principal	..	..	..
News did not develop	55	53	55

TABLE 46.--Summer Jobs for Teens

	All	All-American	Second Class
More than one story published	12	10	17
At least one story published	40	49	33
News kept out by adviser	..	..	..
News kept out by principal	..	..	..
News did not develop	48	40	50

TABLE 47.--Part-Time Jobs for Teens

	All	All-American	Second Class
More than one story published	9	13	7
At least one story published	6	42	31
News kept out by adviser	..	..	..
News kept out by principal	..	..	..
News did not develop	45	45	62

News of dress codes appeared in seven out of ten All-American newspapers and eight out of ten Second Class newspapers. See Table 48. In two-thirds or more of the schools mini skirts, girls' hair styles, boys' hair styles, the wearing of armbands, buttons or emblems did not appear. Display of weapons was virtually ignored--with the help of censorship by the principal. See Tables 49 through 56.

TABLE 48.--Dress Codes

	All	All-American	Second Class
More than one story published	40	40	52
At least one story published	31	30	31
News kept out by adviser	..	1	..
News kept out by principal	1	..	..
News did not develop	28	29	17

TABLE 49.--Mini Skirts

	All	All-American	Second Class
More than one story published	11	11	10
At least one story published	28	20	33
News kept out by adviser	..	..	..
News kept out by principal	1	..	..
News did not develop	60	68	57

TABLE 50.--Girls' Hair Styles

	All	All-American	Second Class
More than one story published	9	6	7
At least one story published	20	18	21
News kept out by advisers	..	..	..
News kept out by principal	1	..	..
News did not develop	70	75	72

TABLE 51.--Boys' Hair Styles

	All	All-American	Second Class
More than one story published	5	5	7
At least one story published	15	14	17
News kept out by adviser	..	..	..
News kept out by principal	1	..	..
News did not develop	80	81	76

TABLE 52.--Wearing Armbands

	All	All-American	Second Class
More than one story published	9	10	10
At least one story published	22	23	23
News kept out by adviser	..	1	..
News kept out by principal	1	..	..
News did not develop	68	65	67

TABLE 53.--Wearing Buttons, Emblems

	All	All-American	Second Class
More than one story published	2	1	..
At least one story published	7	4	10
News kept out by adviser	..	..	..
News kept out by principal	1	..	..
News did not develop	91	95	90

TABLE 54.--Display of Knives

	All	All-American	Second Class
More than one story published	1	1	..
At least one story published	11	6	20
News kept out by adviser	..	..	..
News kept out by principal	1	..	..
News did not develop	88	92	80

TABLE 55.--Display of Pistols

	All	All-American	Second Class
More than one story published	..	1	..
At least one story published	..	..	..
News kept out by adviser	..	..	..
News kept out by principal	..	..	3
News did not develop	99	99	97

TABLE 56.--Display of Other Weapons

	All	All-American	Second Class
More than one story published	..	..	..
At least one story published	..	..	..
News kept out by adviser	..	..	..
News kept out by principal	..	..	3
News did not develop	100	100	97

TABLE 57.--Rowdyism at Sports Events

	All	All-American	Second Class
More than one story published	..	1	..
At least one story published	1	..	..
News kept out by adviser	..	..	..
News kept out by principal	..	..	3
News did not develop	98	99	97

TABLE 58.--Rowdyism at Social Events

	All	All-American	Second Class
More than one story published	9	5	13
At least one story published	30	36	30
News kept out by adviser	..	..	..
News kept out by principal	..	1	..
News did not develop	61	58	57

TABLE 59.--Rowdyism at Assemblies

	All	All-American	Second Class
More than one story published	5	4	3
At least one story published	18	19	17
News kept out by adviser	..	..	..
News kept out by principal	..	1	..
News did not develop	77	76	80

TABLE 60.--Rowdyism in Corridors

	All	All-American	Second Class
More than one story published	11	9	17
At least one story published	31	35	33
News kept out by adviser	..	..	..
News kept out by principal	..	1	..
News did not develop	58	54	50

TABLE 61.--Rowdyism in Cafeteria

	All	All-American	Second Class
More than one story published	5	3	10
At least one story published	20	19	30
News kept out by adviser	..	..	..
News kept out by principal	..	1	..
News did not develop	75	77	60

TABLE 62.--Rowdyism in Classrooms

	All	All-American	Second Class
More than one story published	7	4	17
At least one story published	24	31	20
News kept out by adviser	..	..	..
News kept out by principal	..	1	..
News did not develop	69	64	63

TABLE 63.--Rowdyism on School Grounds

	All	All-American	Second Class
More than one story published	2	1	..
At least one story published	8	10	13
News kept out by adviser	..	..	..
News kept out by principal	..	1	..
News did not develop	90	88	87

Vandalism in the gymnasium was the basis of one story in 32 per cent of the All-American newspapers. See Table 67. Vandalism was reported in 23 per cent of the All-American newspapers. See Table 65. Vandalism was the basis for very limited coverage as Tables 64, 66, 68, 69 indicate.

TABLE 64.--Vandalism in Classrooms

	All	All-American	Second Class
More than one story published	3	1	3
At least one story published	10	14	10
News kept out by adviser	1	..	..
News kept out by principal	..	1	..
News did not develop	86	84	87

TABLE 65.--Vandalism in Offices

	All	All-American	Second Class
More than one story published	6	5	13
At least one story published	20	23	13
News kept out by adviser	1	..	3
News kept out by principal	1	1	..
News did not develop	72	71	70

TABLE 66.--Vandalism in Restrooms

	All	All-American	Second Class
More than one story published	1	..	3
At least one story published	7	14	..
News kept out by adviser	1	..	3
News kept out by principal	1	1	..
News did not develop	90	85	93

TABLE 67.--Vandalism in Gymnasium

	All	All-American	Second Class
More than one story published	9	9	17
At least one story published	23	32	10
News kept out by adviser	..	..	3
News kept out by principal	1	3	..
News did not develop	66	57	70

TABLE 68.--Vandalism in Library

	All	All-American	Second Class
More than one story published	1	..	..
At least one story published	5	6	3
News kept out by adviser	1	..	3
News kept out by principal	1	1	..
News did not develop	93	92	93

TABLE 69.--Vandalism on School Grounds

	All	All-American	Second Class
More than one story published	2	..	..
At least one story published	11	18	3
News kept out by adviser	1	1	..
News kept out by principal	..	1	..
News did not develop	85	79	97

News of students using drugs, pushing drugs, and being arrested for drug use appeared in a fifth or more of the newspapers, but All-American newspapers did not excel in coverage. Less than 20 per cent carried news of teachers using drugs. See Tables 70, 71, 72, 73.

TABLE 70.--Students Using Drugs

	All	All-American	Second Class
More than one story published	9	9	13
At least one story published	16	19	17
News kept out by adviser	1	..	3
News kept out by principal	1	1	..
News did not develop	74	71	67

TABLE 71.--Students Pushing Drugs

	All	All-American	Second Class
More than one story published	33	42	33
At least one story published	34	32	27
News kept out by adviser	2	5	..
News kept out by principal	3	..	7
News did not develop	28	20	33

TABLE 72.--Students Arrested for Drug Use

	All	All-American	Second Class
More than one story published	11	18	7
At least one story published	16	17	30
News kept out by adviser	1	3	..
News kept out by principal	3	..	7
News did not develop	69	66	57

TABLE 73.--Teachers Using Drugs

	All	All-American	Second Class
More than one story published	4	6	3
At least one story published	5	5	7
News kept out by adviser	3	5	..
News kept out by principal	2	..	7
News did not develop	86	84	83

Racial harmony exists in 100 per cent of the All-American schools and nearly as many other newspapers, according to Table 74. True, Second Class newspapers - 7 per cent of them - concede that principals banned this news.

It is difficult to believe that a survey of 275 newspapers would elicit the report that race relations is not a source of news - especially when few concede that there has been no pressure, that is, censorship.

TABLE 74.--Racial Conflicts at School

	All	All-American	Second Class
More than one story published	..	..	..
At least one story published	1	..	3
News kept out by adviser	..	..	..
News kept out by principal	1	..	7
News did not develop	97	100	90

Approximately three-fourths of the schools carried no news of the suspension or expulsion of students, as Table 75 indicates. The dismissal of a teacher was news in about one-fourth of the schools. See Table 76.

TABLE 75.--Students Suspended, Expelled

	All	All-American	Second Class
More than one story published	9	10	20
At least one story published	7	14	3
News kept out by adviser	..	1	..
News kept out by principal	..	..	3
News did not develop	83	75	73

TABLE 76.--Teachers Fired, Dismissed

	All	All-American	Second Class
More than one story published	3	4	..
At least one story published	15	18	23
News kept out by adviser	4	6	7
News kept out by principal	5	3	3
News did not develop	73	69	67

News of the arrest of teachers broke into the school newspapers more often than that of students, according to Tables 77 and 78. None of the papers carried news stories on unwed mothers, but a few

Second Class newspapers had stories of rape of or by students, see Tables 79, 80.

TABLE 77.--Students Arrested

	All	All-American	Second Class
More than one story published	1	3	..
At least one story published	4	1	..
News kept out by adviser	1	3	..
News kept out by principal	2	3	3
News did not develop	92	91	97

TABLE 78.--Teachers Arrested

	All	All-American	Second Class
More than one story published	..	1	..
At least one story published	4	6	10
News kept out by adviser	3	6	..
News kept out by principal	3	1	3
News did not develop	89	85	87

TABLE 79.--Rape or Assault of or by Students

	All	All-American	Second Class
More than one story published	..	..	..
At least one story published	2	..	7
News kept out by adviser	2	1	..
News kept out by principal	1	1	3
News did not develop	96	97	90

TABLE 80.--Unwed Mothers as Students

	All	All-American	Second Class
More than one story published	..	..	..
At least one story published	..	..	..
News kept out by adviser	..	..	..
News kept out by principal	1	..	3
News did not develop	98	100	97

News critical of both the administration and teachers appeared in many newspapers, but stories critical of the administration did not develop in 90 per cent of the All-American newspapers. See Tables 81 and 82.

TABLE 81.--Criticism of Administration

	All	All-American	Second Class
More than one story published	1	3	..
At least one story published	8	3	20
News kept out by adviser	3	4	..
News kept out by principal	3	1	3
News did not develop	86	90	77

TABLE 82.--Criticism of Teachers

	All	All-American	Second Class
More than one story published	31	35	33
At least one story published	32	31	33
News kept out by adviser	3	4	3
News kept out by principal	3	1	3
News did not develop	31	29	27

All-American newspapers showed greater concern in news coverage of VD among students than did other newspapers, as Table 83 indicates. They also were concerned about misuse of funds by teachers. See Table 86.

TABLE 83.--VD among Students

	All	All-American	Second Class
More than one story published	16	18	23
At least one story published	32	37	23
News kept out by adviser	5	3	3
News kept out by principal	3	1	7
News did not develop	43	41	43

TABLE 84.--Students Caught Cheating

	All	All-American	Second Class
More than one story published	3	4	..
At least one story published	7	9	17
News kept out by adviser	..	..	..
News kept out by principal	1	..	3
News did not develop	89	87	79

TABLE 85.--Thefts by Students

	All	All-American	Second Class
More than one story published	3	5	..
At least one story published	14	13	17
News kept out by adviser	..	..	..
News kept out by principal	1	..	3
News did not develop	82	82	80

TABLE 86.--Misuse of Funds by Teacher

	All	All-American	Second Class
More than one story published	3	4	..
At least one story published	26	31	23
News kept out by adviser	1	3	..
News kept out by principal	3	3	3
News did not develop	67	60	73

News of smoking (tobacco) was ignored, but about three out of five newspapers had stories on alcoholism. See Tables 87, 88.

There were fewer stories on demonstrations in general than those on the war in Indochina and the draft. Nearly nine out of ten took action on pollution. See Table 91.

TABLE 87.--Students and Smoking

	All	All-American	Second Class
More than one story published	..	..	..
At least one story published	2	1	..
News kept out by adviser	..	..	3
News kept out by principal	..	..	..
News did not develop	98	99	97

TABLE 88.--Students and Alcoholism

	All	All-American	Second Class
More than one story published	19	20	17
At least one story published	33	39	43
News kept out by adviser	1	2	..
News kept out by principal	2	2	7
News did not develop	45	36	33

TABLE 89.--Students in Demonstrations

	All	All-American	Second Class
More than one story published	7	5	10
At least one story published	16	15	27
News kept out by adviser	1	2	..
News kept out by principal	2	1	3
News did not develop	74	76	60

TABLE 90.--Students in Demonstrations against War, Draft

	All	All-American	Second Class
More than one story published	14	18	13
At least one story published	24	29	23
News kept out by adviser	..	..	..
News kept out by principal	1	3	..
News did not develop	61	51	63

TABLE 91.--Students Against Pollution

	All	All-American	Second Class
More than one story published	50	64	43
At least one story published	33	30	43
News kept out by adviser	..	..	..
News kept out by principal	..	..	..
News did not develop	17	6	13

Invasion of the school by non-students apparently is not a source of news in more than four-fifths of the schools, as Table 92 indicates.

TABLE 92.--Interference by Non-Students

	All	All-American	Second Class
More than one story published	3	4	7
At least one story published	9	14	7
News kept out by adviser	..	..	..
News kept out by principal	..	..	..
News did not develop	88	82	87

Censorship

Censorship was not a source of news in two-thirds or more of the schools, according to Table 93. Censorship of textbooks exists, according to Table 94.

TABLE 93.--Censorship of Newspaper or Yearbook

	All	All-American	Second Class
More than one story published	6	6	3
At least one story published	10	10	21
News kept out by adviser	2	3	3
News kept out by principal	2	1	3
News did not develop	79	80	69

TABLE 94.--Censorship of Textbooks

	All	All-American	Second Class
More than one story published	1	1	3
At least one story published	2	3	3
News kept out by adviser	..	..	..
News kept out by principal	..	..	3
News did not develop	97	96	90

What news should be kept out of the newspaper? Should the student council, adviser, or principal make this decision? Should the staff accommodate such requests. All-American advisers are less inclined to yield to these pressures, although eleven per cent assert that the newspaper should keep out any news they don't want published. See Tables 95, 96, 97.

TABLE 95.--Keep Out of the Newspaper Any News That the Student Council Does Not Want Published

	All	All-American	Second Class
Strongly agree	2	2	6
Agree	3	1	3
Undecided	4	2	..
Disagree	34	30	23
Strongly disagree	56	64	68

TABLE 96.--Keep Out of the Newspaper Any News That the Adviser Does Not Want Published

	All	All-American	Second Class
Strongly agree	6	4	10
Agree	11	7	13
Undecided	12	15	13
Disagree	31	30	23
Strongly disagree	40	44	42

TABLE 97.--Keep Out of the Newspaper Any News Which the Principal Does Not Want Published

	All	All-American	Second Class
Strongly agree	4	1	10
Agree	11	5	10
Undecided	13	12	16
Disagree	30	35	10
Strongly disagree	42	47	55

Asked if they were required by the board of education to accept the role of censor, 38 per cent of all the advisers answered yes, 36 per cent of the All-American advisers and 45 per cent of the Second Class advisers gave the same answer.

All-American advisers seem to be disposed to take over the editors' duties of assigning, reading, and galley-proofing all news copy, according to Table 98. Apparently they do not trust the staff or are unable to teach students to perform their duties.

TABLE 98.--Extent To Which Advisers Perform Editors' Tasks

	All	All-American	Second Class
Usually assign most of the news stories	32	27	35
Usually read all news copy	86	80	78
Usually read all news galley proofs	73	73	77

Censorship by principals is heavier in Second Class schools, but it is more frequent by All-American advisers than by Second Class advisers. In any event it is distressing and even shocking to note the magnitude of adult management of news in school newspapers. See Table 99.

TABLE 99.--Percentage of News Kept Out of School Newspaper by Principal or Adviser

	All-American		Second Class	
	Prin	Adv	Prin	Adv
School board meetings	..	1	..	..
PTA, parents' meetings	..	1	..	..
School superintendent	1	..	..	..
Meetings to discuss local school problems	1	..	..	..
School system news	1	1	..	..

TABLE 99.--Continued

	All-American		Second Class	
	Prin	Adv	Prin	Adv
School bond issues	..	1	..	..
Strike by teachers	1	..	..	..
Dismissal of teachers	1	1	..	3
Race controversies	1	..	3	..
Business education	1	..	..	..
Principal's office	..	..	..	..
Publications	..	..	..	3
Dress codes	..	1	..	..
Mini skirts	..	..	..	..
Girls' hair styles	..	..	..	..
Boys' hair styles	..	..	..	..
Wearing armbands	..	1	..	..
Wearing buttons, emblems	..	..	..	..
Display of knives	..	..	..	..
Display of pistols	..	..	..	3
Display of other weapons	1	..	3	..
Vandalism in classrooms	1	..	3	3
Vandalism in restrooms	1	..	..	..
Vandalism in gymnasium	3	..	..	3
Students using drugs	1	..	..	3
Students pushing drugs	..	5	7	..
Students arrested for drug use	..	3	7	..
Teachers using drugs	..	..	7	..
Racial conflicts	..	..	7	..
Students arrested	3	3	3	..
Teachers arrested	1	6	3	..
Criticism of administration	1	4	3	..
Criticism of teachers	1	4	3	3
VD among students	1	3	3	7
Students caught cheating	..	..	3	..
Thefts by students	..	..	3	..
Misuse of funds by teacher	3	3	3	..
Students and smoking	..	..	..	3
Students and alcoholism	2	2	7	..
Students in demonstrations	1	2	3	..
Students in demonstrations against war, draft	3	..	..	..
Censorship of newspaper or yearbook	1	3	3	3
Censorship of textbooks	..	..	3	..

Frequency

News coverage in many schools will lack the continuity and stability needed until newspapers are published at least every two weeks. Only 52 per cent of the All-American and 58 per cent of the Second Class newspapers are published once every week or every two weeks.

Unfortunately 36 per cent of the All-American and 26 per cent of the Second Class newspapers publish once a month or even less often. They may provide a historical record on installments but their news really isn't news.

Finance

Failure to publish a newspaper every two weeks or oftener often occurs because financial support is inadequate. In this case 67 per cent of the All-American newspapers made a profit and 33 per cent made a deficit, whereas only 43 per cent of the Second Class newspapers made a profit and 57 per cent made a deficit.

Boards of education guarantee the financial support needed to publish a newspaper every two weeks in 32 per cent of the All-American schools and 36 per cent of the Second Class schools.

Facilities

Newspaper advisers are not unduly critical of their space and facilities, but only 69 per cent of the All-American advisers and 46 per cent of the Second Class advisers work in staff headquarters specifically designed for publications activity.

Libraries

Only 51 per cent of the All-American newspapers and 44 per cent of the Second Class newspapers are in schools which provide a library with a good number of recent books on mass media and journalism.

Staff Training

Opportunities for staff training in journalism courses with credit are limited as Table 100 indicates.

TABLE 100.--Availability of Journalism Courses

	All	All-American	Second Class
Beginning journalism - 1 sem.	42	45	67
Beginning journalism - 1 year	66	78	54
Advanced journalism	56	72	65
Mass media	32	46	43
Yearbook production	58	64	71
Other journalism courses	26	31	33

Staffs prepared in 1-year beginning courses and 1-year advanced courses not only are better prepared to perform editorial tasks, but also to benefit otherwise.

Staff policies in assigning, reading, and galley-proofing stories reveal poor planning. See Tables 101, 102, 103.

TABLE 101.--Persons Who Usually Make Most of the News Assignments

	All	All-American	Second Class
Editor-in-chief	82	80	80
Managing editor	19	33	19
News editor	64	68	72
Newspaper adviser	32	27	35
Someone else	16	8	8

TABLE 102.--Persons Who Usually Read All News Copy

	All	All-American	Second Class
Editor-in-chief	91	96	77
Managing editor	37	44	43
News editor	68	72	72
Newspaper adviser	86	80	75
Principal	5	..	..

TABLE 103.--Persons Who Usually Read All News Galley Proofs

	All	All-American	Second Class
Editor-in-chief	86	87	88
Managing editor	43	52	42
News editor	71	72	79
Newspaper adviser	73	73	77
Principal	3	..	5

In many instances the editor-in-chief, managing editor, and news editor needlessly duplicate each others' efforts. To make it worse, the adviser much too often performs tasks which should be assigned to editors.

Only two-thirds of the All-American newspapers announce news assignments for one issue when the current issue is circulated, although 81 per cent of the Second Class advisers do.

All-American newspapers excel in meeting deadlines and in avoiding style errors but not in avoiding errors in fact. Thus, 19 per cent of the All-American newspapers report that 19 per cent of the staff meet news deadlines.

In 19 per cent of the All-American and 10 per cent of the Second Class newspapers 100 per cent meet deadlines. In 5 per cent of the All-American schools the staffs report copy 100 per cent free of style errors, but none of the Second Class newspapers make this claim.

Second Class newspapers reported 11 per cent of the newspapers free of errors in fact, whereas All-American newspapers reported 5 per cent.

Advisers

The role of the newspaper adviser - like that of the football coach and band director - requires specialized preparation yet 15 per cent of the All-American advisers and 26 per cent of the Second Class advisers never have taken a journalism course. Furthermore, 67 per cent have only one to 14 semester hours of credit in journalism contrasted with 43 per cent of the Second Class advisers. Only 46 per cent have 15 or more semester hours in journalism. To complicate matters, 37 All-American advisers and only 11 per cent of the Second Class advisers meet this requirement.

In the fall of ~~1940~~ 1970 37 per cent of the All-American advisers were new in their positions, and 53 per cent of the Second Class advisers were new in their positions. Only 57 per cent of the former and 53 per cent of the latter were members of Journalism Education Association. Only 44 per cent of the former and 11 per cent of the latter are members of Columbia Scholastic Press Advisers Association.

Thirty-five per cent of the All-American advisers and 29 per cent of the Second Class advisers report that they have lighter course loads because of newspaper work.

Similarly 55 per cent of the former and 60 per cent of the latter have a salary addition because of newspaper work.

Conclusions

On the basis of the data herein summarized, these tentative conclusions appear to be warranted:

1) Top-rated newspapers, e.g., All-American, are produced by staffs which have a clearer concept of news than do the staffs of other newspapers.

2) While nearly all school newspapers fail to cover news as thoroughly as is feasible, All-American newspapers on the whole excel other newspapers entering NSPA Critical Service.

3) Too many newspapers fail to give effective coverage to the curricular program of the school.

4) Many newspaper staffs are reluctant to carry some kinds of news of schools in a period of social unrest.

5) Many advisers are required by the board of education to be censors. Thus, many unnecessarily assign news, copy edit it, proofread it, and avoid publishing news that displeases them or the principal. Censorship handicaps the newspaper.

6) Many of the newspapers actually are not effective news media because they do not publish the newspaper every week or every two weeks.

7) Inadequate facilities, insufficient funds, inadequate libraries, and limited journalism instruction make it difficult for many schools to develop newspaper needs as news media in the 1970s.

PART 2 - THE SCHOOL NEWSPAPER AS A PLEASURE DOME

Is the top-rated school newspaper superior to other newspapers as a pleasure dome?

As an entertainment medium it may provide both casual diversion and aesthetic enjoyment, publishing literary, journalistic, and other relevant content.

To answer the basic question, Quill and Scroll Studies in March, 1971, gathered data from 330 high school newspapers, 80 per cent of which entered the Columbia Scholastic Press Association Critical Service in 1970. Each school answered a 127-item questionnaire. CSPA provided newspaper addresses.

The sample was good. The percentage of public schools was 85 per cent; nonpublic, 15 per cent; coeducational, 90 per cent; 87 per cent were 3-year, 4-year, 5-year, or 6-year high schools; 10 per cent, junior high schools; 3 per cent, middle schools.

Enrollment distribution was: 1-499 students, 13 per cent; 500-999, 21 per cent; 1000-1999, 45 per cent; 2000-2999, 16 per cent; other, 5 per cent. Schedules were traditional in 68 per cent of the schools.

Offset printing was used by 66 per cent of the schools, but 11 per cent used duplicating processes and 22 per cent used letterpress. Top-rated - Medalist - were 20 per cent; First Class, 55 per cent; Second Class, 20 per cent; other, 7 per cent.

Throughout this study, a comparison of All newspapers with Medalist and Second Class will be made in a series of tables. The reader may wish to make his own interpretations, but comments are presented herein.

In Tables 1 through 20 the percentages under All newspapers, Medalist newspapers, and Second Class newspapers indicate the extent to which advisers strongly agree, agree, are uncertain, disagree, or strongly disagree with statements about the entertainment function of school newspapers.

All, Medalist, and Second Class newspaper advisers agree that the newspaper may recognize its entertainment role, as Tables 1 and 2 indicate. They also agree that features may deal with controversial issues.

Medalist advisers, however, believe that the entertainment content may provide for intellectual stimulation and aesthetic enjoyment to a greater degree than do other advisers, according to Tables 4 and 5.

TABLE 1.--High School Newspapers Properly May Publish What May Be Termed Entertainment To Provide for the Readers' Enjoyment

	All	Medalist	Second Class
Strongly agree	42	41	45
Agree	50	51	42
Uncertain or don't know	4	2	9
Disagree	2	2	4
Strongly disagree	1	4	..

TABLE 2.--While Entertainment Content May Provide Humor To Cause a Laugh or Smile, It Also Is Not Invariably Funny

	All	Medalist	Second Class
Strongly agree	39	45	43
Agree	45	43	35
Uncertain or don't know	9	6	19
Disagree	4	6	2
Strongly disagree	2	..	2

TABLE 3.--Entertainment Content Whether Serious or Humorous Should Not Concern Controversial Issues in the School or Community

	All	Medalist	Second Class
Strongly agree	7	8	9
Agree	7	8	11
Uncertain or don't know	9	6	4
Disagree	34	22	33
Strongly disagree	43	56	43

TABLE 4.--Entertainment Content May Provide Aesthetic Enjoyment As Well As Casual Diversion

	All	Medalist	Second Class
Strongly agree	37	42	32
Agree	50	42	51
Uncertain or don't know	9	12	13
Disagree	8	4	4
Strongly disagree	1	..	..

TABLE 5.--Entertainment Content May Provide Intellectual Stimulation As Well As Momentary Amusement

	All	Medalist	Second Class
Strongly agree	48	57	41
Agree	45	41	46
Uncertain or don't know	5	2	11
Disagree	2	..	2
Strongly disagree	1	..	..

TABLE 6.--Entertainment Content Should Meet Journalistic and Literary Standards Appropriate for Teenagers

	All	Medalist	Second Class
Strongly agree	47	51	50
Agree	43	41	39
Uncertain or don't know	6	4	6
Disagree	2	4	4
Strongly disagree	1	..	2

TABLE 7.--Entertainment Content Should Be Written To Contribute To Better the Tastes and Standards for Readers

	All	Medalist	Second Class
Strongly agree	27	24	28
Agree	49	44	48
Uncertain or don't know	12	16	15
Disagree	10	16	4
Strongly disagree	2	..	6

TABLE 8.--Entertainment Content in Our Newspaper Encompasses What We Term Feature Articles and Other Features

	All	Medalist	Second Class
Strongly agree	44	57	46
Agree	49	39	50
Uncertain or don't know	3	2	2
Disagree	3	2	2
Strongly disagree	1	..	..

TABLE 9.--Entertainment Content in Our Newspaper Encompasses What We Term Literary Content - e.g., Fiction, Verse, Essays

	All	Medalist	Second Class
Strongly agree	17	12	9
Agree	38	31	40
Uncertain or don't know	13	12	8
Disagree	23	27	26
Strongly disagree	7	8	17

TABLE 10.--Entertainment Content in Our School Newspaper Must Be Written by Students Enrolled in the School - And It Must Be Original

	All	Medalist	Second Class
Strongly agree	55	63	57
Agree	25	27	24
Uncertain or don't know	4	2	6
Disagree	13	6	9
Strongly disagree	3	2	4

TABLE 11.--Entertainment Content Never Should Be Offensive by Presenting Material That Is Vulgar, Obscene, Pornographic

	All	Medalist	Second Class
Strongly agree	52	92	89
Agree	12	8	7
Uncertain or don't know	4	..	2
Disagree	1	..	..
Strongly disagree	2	..	2

TABLE 12.--Entertainment Content Generally Should Be Timely So That It Is Appropriate in Terms of the Time It Is Published

	All	Medalist	Second Class
Strongly agree	50	55	53
Agree	43	37	40
Uncertain or don't know	3	4	4
Disagree	3	4	4
Strongly disagree	..	..	..

TABLE 13.--Entertainment Content Should Be Varied So That No Two Consecutive Issues Publish the Exact Pattern of Material

	All	Medalist	Second Class
Strongly agree	32	42	31
Agree	48	44	44
Uncertain or don't know	10	6	15
Disagree	9	5	6
Strongly disagree	1	..	4

TABLE 14.--Entertainment Content Should Be Judged in Terms of Its Public Relations Aspect - How It Affects the School Image

	All	Medalist	Second Class
Strongly agree	17	16	19
Agree	32	26	36
Uncertain or don't know	16	10	23
Disagree	26	42	13
Strongly disagree	9	6	9

TABLE 15.--Entertainment Content Should Be Selected Without Regard to the Policies of Critical and Evaluation Services

	All	Medalist	Second Class
Strongly agree	10	18	9
Agree	21	28	11
Uncertain or don't know	15	12	19
Disagree	35	24	41
Strongly disagree	19	18	20

TABLE 16.--Gossip Columns Attract Many Readers and, Though They May Annoy a Few People Sometimes, Actually They Are An Asset

	All	Medalist	Second Class
Strongly agree	3	..	6
Agree	9	4	7
Uncertain or don't know	8	2	9
Disagree	24	20	24
Strongly disagree	55	75	54

TABLE 17.--Gossip May Be Defined Generally As Comments, Conjectures, And Observations About People in School

	All	Medalist	Second Class
Strongly agree	17	18	17
Agree	44	43	34
Uncertain or don't know	11	8	17
Disagree	19	22	15
Strongly disagree	10	8	17

TABLE 18.--The Newspaper Should Not Unnecessarily Hold Up Any Student to Ridicule or Cause His Embarrassment or Humiliation

	All	Medalist	Second Class
Strongly agree	81	90	85
Agree	44	6	13
Uncertain or don't know	11	..	..
Disagree	19	2	..
Strongly disagree	10	2	2

TABLE 19.--Entertainment Content Never Should Be Derogatory or Risk the Possibility of Being Libelous

	All	Medalist	Second Class
Strongly agree	74	82	76
Agree	18	14	11
Uncertain or don't know	1	..	2
Disagree	3	4	7
Strongly disagree	3	..	4

TABLE 20.--Creativity Involves the New Alignment of the Variables of Communication

	All	Medalist	Second Class
Strongly agree	26	30	20
Agree	33	27	27
Uncertain or don't know	35	41	49
Disagree	3	..	2
Strongly disagree	3	2	2

Greater emphasis is put on journalistic and literary features by all advisers, but Medalist advisers especially stress journalistic features. See Tables 8, 9, 10.

Diversity of content from issue to issue is given greater attention by Medalist advisers than by other advisers, according to

Table 13, but they are less concerned about the public relations impact of entertainment content, according to Table 14.

Advisers of Second Class newspapers are indifferent to critical and evaluation service standards, according to Table 15. Apparently they forget that the newspaper is the school's newspaper, not just the students' newspaper.

Advisers of Second Class newspapers take a less positive stand against gossip than do Medalist advisers and are somewhat less concerned about libel risks. See Tables 16, 17, 18, 19. Medalist advisers appear to be a little more certain about the nature of creativity.

On the basis of these tentative conclusions, it appears that on the whole Medalist advisers and their staffs have a better defined concept of the nature and scope of the school newspaper as a pleasure dome - a medium which provides enjoyment - aesthetic and intellectual as well as emotional.

Compare the frequency with which Medalist and Second Class newspapers publish who articles as reported in Tables 23 through 31. The former lead except in the use of the mock true confession.

Note also how all staffs neglect the how-to-do-it article regardless of their critical service ratings. The personal narrative also is used much too rarely.

All newspapers neglect the geographical, scenic, landmark, and travel articles, but the Medalist newspapers have a better record with these where articles. See Tables 32, 33, 34, 35.

Second Class newspapers excel Medalist newspapers in the use of the when or historical articles, as Tables 36, 37, 38, 39, and 40 indicate, but the latter are ahead in the use of analytical and interpretative articles. See Tables 41 and 42.

TABLE 21.--How-to-do-it Articles

	All	Medalist	Second Class
Published more than once	16	19	19
Published at least once	24	26	17
Not published in newspaper	55	49	52
Published in magazine or anthology	4	6	13

TABLE 22.-- Expository Articles

	All	Medalist	Second Class
Published more than once	35	45	28
Published at least once	33	29	34
Not published in newspaper	27	16	28
Published in magazine or anthology	5	10	10

TABLE 23.--Biographical Articles

	All	Medalist	Second Class
Published more than once	56	71	52
Published at least once	25	20	25
Not published in newspaper	17	10	17
Published in magazine or anthology	2	..	6

TABLE 24.--Personal Narrative Article

	All	Medalist	Second Class
Published more than once	28	38	22
Published at least once	38	38	29
Not published in newspaper	26	18	33
Published in magazine or anthology	8	6	14

TABLE 25.--Mock True Confession Article

	All	Medalist	Second Class
Published more than once	5	6	6
Published at least once	10	6	6
Not published in newspaper	77	82	73
Published in magazine or anthology	8	6	15

TABLE 26.--Profile Article

	All	Medalist	Second Class
Published more than once	49	59	49
Published at least once	30	31	25
Not published in newspaper	18	10	18
Published in magazine or anthology	3	..	2

TABLE 27.--Human-Interest Story

	All	Medalist	Second Class
Published more than once	60	77	61
Published at least once	32	21	31
Not published in newspaper	7	2	6
Published in magazine or anthology	2	..	2

TABLE 28.--Other Who Articles

	All	Medalist	Second Class
Published more than once	44	53	46
Published at least once	28	26	24
Not published in newspaper	26	21	30
Published in magazine or anthology	2	..	..

TABLE 29.--Fact Interview

	All	Medalist	Second Class
Published more than once	70	79	65
Published at least once	24	19	30
Not published in newspaper	5	2	6
Published in magazine or anthology	1	..	..

TABLE 30.--Opinion Interview

	All	Medalist	Second Class
Published more than once	64	77	64
Published at least once	26	19	25
Not published in newspaper	8	4	9
Published in magazine or anthology	2	..	2

TABLE 31.--Personality Interview

	All	Medalist	Second Class
Published more than once	58	80	55
Published at least once	25	16	30
Not published in newspaper	15	4	11
Published in magazine or anthology	2	..	4

TABLE 32.--Geographical Articles

	All	Medalist	Second Class
Published more than once	10	12	15
Published at least once	19	20	17
Not published in newspaper	66	65	58
Published in magazine or anthology	6	2	10

TABLE 33.--Scenic Articles

	All	Medalist	Second Class
Published more than once	7	10	8
Published at least once	19	21	12
Not published in newspaper	67	67	67
Published in magazine or anthology	7	2	12

TABLE 34.--Travel Articles

	All	Medalist	Second Class
Published more than once	17	29	15
Published at least once	28	37	21
Not published in newspaper	50	33	54
Published in magazine or anthology	5	..	10

TABLE 35.--Landmark Articles

	All	Medalist	Second Class
Published more than once	9	13	9
Published at least once	26	23	17
Not published in newspaper	60	65	61
Published in magazine or anthology	5	..	13

TABLE 36.--Historical Articles

	All	Medalist	Second Class
Published more than once	22	22	20
Published at leas+ once	38	47	36
Not published in newspaper	36	29	36
Published in magazine or anthology	4	2	8

TABLE 37.--Seasonal Articles

	All	Medalist	Second Class
Published more than once	41	41	55
Published at least once	35	33	28
Not published in newspaper	21	24	13
Published in magazine or anthology	3	2	4

TABLE 38.--Special Weeks Articles

	All	Medalist	Second Class
Published more than once	33	31	40
Published at least once	31	41	28
Not published in newspaper	33	25	30
Published in magazine or anthology	2	2	2

TABLE 39.--Red Letter Day Articles

	All	Medalist	Second Class
Published more than once	25	26	29
Published at least once	29	32	24
Not published in newspaper	43	40	35
Published in magazine or anthology	4	2	2

TABLE 40.--Birthday Anniversary Articles

	All	Medalist	Second Class
Published more than once	14	15	14
Published at least once	19	15	18
Not published in newspaper	64	69	61
Published in magazine or anthology	3	2	6

TABLE 41.--Interpretative Articles

	All	Medalist	Second Class
Published more than once	49	67	40
Published at least once	33	25	33
Not published in newspaper	16	6	21
Published in magazine or anthology	3	2	6

TABLE 42.--Analytical Articles

	All	Medalist	Second Class
Published more than once	47	57	38
Published at least once	33	27	34
Not published in newspaper	18	16	24
Published in magazine or anthology	2	..	4

Medalist newspapers are slightly ahead of other newspapers in personal, career, and military guidance, but slightly behind in fashion guidance as Tables 43, 44, 45, and 46 indicate.

TABLE 43.--Personal Guidance

	All	Medalist	Second Class
Published more than once	27	25	19
Published at least once	28	17	29
Not published in newspaper	41	54	48
Published in magazine or anthology	3	4	4

TABLE 44.--Career Guidance

	All	Medalist	Second Class
Published more than once	23	25	23
Published at least once	35	37	27
Not published in newspaper	39	35	48
Published in magazine or anthology	3	2	2

TABLE 45.--Military, Draft Guidance

	All	Medalist	Second Class
Published more than once	13	21	14
Published at least once	35	33	14
Not published in newspaper	47	44	63
Published in magazine or anthology	4	2	8

TABLE 46.--Fashion Guidance

	All	Medalist	Second Class
Published more than once	15	23	24
Published at least once	20	42	38
Not published in newspaper	52	35	30
Published in magazine or anthology	4	..	8

Critical writing about art, books, records, and tapes receives more emphasis in Medalist newspapers whereas television and films receive more frequent attention in Second Class newspapers, according to Tables 47, 48, 49, 50, 51, 52.

TABLE 47.--Art Reviews

	All	Medalist	Second Class
Published more than once	21	25	22
Published at least once	35	31	29
Not published in newspaper	40	44	39
Published in magazine or anthology	3	..	10

TABLE 48.--Music Reviews

	All	Medalist	Second Class
Published more than once	37	41	41
Published at least once	33	39	20
Not published in newspaper	27	20	29
Published in magazine or anthology	3	..	10

TABLE 49.--Television Reviews

	All	Medalist	Second Class
Published more than once	15	14	21
Published at least once	29	35	21
Not published in newspaper	53	51	48
Published in magazine or anthology	4	..	10

TABLE 50.--Book Reviews

	All	Medalist	Second Class
Published more than once	33	37	33
Published at least once	34	31	37
Not published in newspaper	29	33	24
Published in magazine or anthology	4	..	6

TABLE 51.--Film Reviews

	All	Medalist	Second Class
Published more than once	32	27	40
Published at least once	33	37	26
Not published in newspaper	31	37	26
Published in magazine or anthology	4	..	8

TABLE 52.--Reviews of Records, Tapes

	All	Medalist	Second Class
Published more than once	24	42	21
Published at least once	27	25	17
Not published in newspaper	40	33	55
Published in magazine or anthology	3	..	8

Fortunately only a minority of the staffs use the dubious features repo'ted in Tables 53, 54, 55, 56, 57, 58. Here the Medalist newspapers show up better than the others.

TABLE 53.--Jokes

	All	Medalist	Second Class
Published more than once	20	8	19
Published at least once	16	18	23
Not published in newspaper	59	71	51
Published in magazine or anthology	4	2	6

TABLE 54.--Can You Imagine

	All	Medalist	Second Class
Published more than once	10	4	13
Published at least once	15	16	15
Not published in newspaper	69	76	65
Published in magazine or anthology	5	4	8

TABLE 55.--Diary

	All	Medalist	Second Class
Published more than once	3	2	..
Published at least once	5	..	4
Not published in newspaper	86	96	89
Published in magazine or anthology	6	2	7

TABLE 56.--Title Combinations

	All	Medalist	Second Class
Published more than once	9	4	11
Published at least once	16	14	19
Not published in newspaper	70	80	62
Published in magazine or anthology	4	2	..

TABLE 57.--Astrology

	All	Medalist	Second Class
Published more than once	14	6	19
Published at least once	21	16	15
Not published in newspaper	62	76	62
Published in magazine or anthology	3	2	4

TABLE 58.--Miscellaneous Features

	All	Medalist	Second Class
Published more than once	22	14	14
Published at least once	25	23	24
Not published in newspaper	45	60	54
Published in magazine or anthology	7	3	8

Medalist newspapers lead Second Class newspapers considerably in the use of cartoons and photographs, as Tables 59 and 60 indicate.

TABLE 59.--Cartoons

	All	Medalist	Second Class
Published more than once	70	77	59
Published at least once	20	14	22
Not published in newspaper	7	4	13
Published in magazine or anthology	2	..	6

TABLE 60.--Photographs

	All	Medalist	Seocnd Class
Published more than once	83	92	72
Published at least once	8	6	15
Not published in newspaper	7	2	11
Published in magazine or anthology	1	..	2

Medalist newspapers lead in the use of humor, variety, and specialized columns, but Second Class newspapers lead in gossip and "other" columns, as Tables 61, 62, 63, 64, and 65 indicate. Note that 86 per cent of the Medalist newspapers publish no gossip and 72 per cent of the Second Class also avoid "dirt" columns.

TABLE 61.--Humor Column

	All	Medalist	Second Class
Published more than once	62	67	58
Published at least once	25	16	24
Not published in newspaper	9	12	10
Published in magazine or anthology	4	2	8

TABLE 62.--Variety Column

	All	Medalist	Second Class
Published more than once	64	68	63
Published at least once	26	18	29
Not published in newspaper	7	12	6
Published in magazine or anthology	2	2	7

TABLE 63.--Specialized Column

	All	Medalist	Second Class
Published more than once	39	45	35
Published at least once	33	34	41
Not published in newspaper	24	19	20
Published in magazine or anthology	4	2	4

TABLE 64.--Gossip Column

	All	Medalist	Second Class
Published more than once	10	2	4
Published at least once	7	6	9
Not published in newspaper	75	86	72
Published in magazine or anthology	8	6	15

TABLE 65.--Other Columns

	All	Medalist	Second Class
Published more than once	56	50	52
Published at least once	21	21	27
Not published in newspaper	16	24	13
Published in magazine or anthology	6	6	7

Earlier in this study it was noted that the newspapers generally prefer to emphasize journalistic rather than literary features. Second Class newspapers take much more interest in literary content than do the Medalist newspapers.

Second Class newspapers lead in the publication of poetic forms, as Tables 66, 67, 68, 69, 70, 71, and 72 indicate. They lead in humorous and critical essays, though Medalist newspapers lead in interpretative essays. See Tables 73, 74, 75. They also lead in fiction and comic strips. See Tables 79 and 80.

TABLE 66.--Haiku

	All	Medalist	Second Class
Published more than once	5	..	10
Published at least once	14	6	14
Not published in newspaper	43	50	39
Published in magazine or anthology	35	44	37

TABLE 67.--Parody

	All	Medalist	Second Class
Published more than once	9	..	12
Published at least once	20	15	16
Not published in newspaper	41	44	39
Published in magazine or anthology	30	42	33

TABLE 68.--Limerick

	All	Medalist	Second Class
Published more than once	6	..	10
Published at least once	17	16	18
Not published in newspaper	43	41	41
Published in magazine or anthology	34	43	31

TABLE 69.--Light-humorous verse

	All	Medalist	Second Class
Published more than once	15	10	17
Published at least once	33	23	33
Not published in newspaper	25	29	21
Published in magazine or anthology	28	37	29

TABLE 70.--Sonnets

	All	Medalist	Second Class
Published more than once	6	6	10
Published at least once	11	6	8
Not published in newspaper	44	47	44
Published in magazine or anthology	39	41	37

TABLE 71.--Other Rhymed Verse

	All	Medalist	Second Class
Published more than once	21	14	27
Published at least once	26	27	22
Not published in newspaper	21	22	18
Published in magazine or anthology	32	37	33

TABLE 72.--Unrhymed Verse

	All	Medalist	Second Class
Published more than once	25	18	32
Published at least once	25	25	18
Not published in newspaper	18	20	20
Published in magazine or anthology	32	37	30

TABLE 73.--Light, Humorous Essay

	All	Medalist	Second Class
Published more than once	31	26	36
Published at least once	31	30	34
Not published in newspaper	20	20	14
Published in magazine or anthology	18	24	16

TABLE 74.--Interpretative Essay

	All	Medalist	Second Class
Published more than once	28	30	24
Published at least once	23	18	29
Not published in newspaper	27	26	25
Published in magazine or anthology	21	26	27

TABLE 75.--Critical Essay

	All	Medalist	Second Class
Published more than once	36	35	42
Published at least once	22	16	21
Not published in newspaper	21	22	17
Published in magazine or anthology	20	27	21

TABLE 76.--Short Short Story

	All	Medalist	Second Class
Published more than once	8	8	8
Published at least once	14	8	22
Not published in newspaper	36	40	35
Published in magazine or anthology	42	41	35

TABLE 77.--Longer Story

	All	Medalist	Second Class
Published more than once	2	2	2
Published at least once	10	2	14
Not published in newspaper	48	53	51
Published in magazine or anthology	40	43	33

TABLE 78.--Serial or 2-Part Story

	All	Medalist	Second Class
Published more than once	3	2	2
Published at least once	9	6	4
Not published in newspaper	58	57	68
Published in magazine or anthology	31	35	26

TABLE 79.--Other Fiction

	All	Medalist	Second Class
Published more than once	6	..	8
Published at least once	9	..	3
Not published in newspaper	50	54	54
Published in magazine or anthology	36	46	3

TABLE 80.--Comic Strip

	All	Medalist	Second Class
Published more than once	14	10	18
Published at least once	17	19	13
Not published in newspaper	58	65	58
Published in magazine or anthology	6	6	11

This inventory of content possibilities indicates that Medalist newspapers generally excel Second Class newspapers except in the area of literary content. One justification of this position may be the fact that some schools publish literary magazines.

Consider now the obstacles to successful development of the newspaper as a pleasure dome.

Finance

Medalist newspapers on the whole are financially better off than Second Class newspapers. Note the difference in the percentage of deficits reported in Table 81.

TABLE 81.--Profits and Deficits

	All	Medalist	Second Class
Profit - more than ¢100	24	26	17
Profit - less than $100	33	49	32
Deficit - more than $100	32	14	32
Deficit - less than $100	11	12	17

The board of education provides funds to enable the staff to publish the newspaper every two weeks in 19 per cent of All newspapers, 31 per cent of Medalist newspapers, and 6 per cent of Second Class newspapers.

Frequency

Inadequate financial support may account for the failure of the newspaper to appear every week or every two weeks so that entertainment content may be timely. Medalist newspapers are published more frequently, as Table 82 indicates.

TABLE 82.--Frequency of Publication

	All	Medalist	Second Class
Weekly or oftener	9	13	5
Every 2 weeks	29	40	25
Every 3 weeks	15	4	9
Every 4 weeks	29	31	39
Every 5 or 6 weeks	18	13	13

Unfortunately 47 per cent of the Medalist and 61 per cent of the Second Class newspapers do not publish news while it is news or other content while it is newsworthy.

Space

Many newspapers are handicapped because they lack facilities and space designed especially for a publications headquarters. Only 50 per cent of the Medalist newspapers report that their facilities meet this requirement. Only 43 per cent of All newspapers and 35 per cent of Second Class newspapers meet it.

Material

Lack of newspaper space - often due to lack of money - handicaps all newspaper staffs, for 61 per cent of All newspapers, 51 per cent of the Medalists, and 65 per cent of the Second Class newspapers report that they lack space.

Lack of material is a problem of 43 per cent of All staffs, 31 per cent of Medalist staffs, 52 per cent of Second Class staffs. True, it's difficult to explain why staffs that lack material also lack space, but it is possible that the space is needed when material is available.

Staff Training

Failure of writers to meet deadlines is a problem of 34 per cent of All staffs, 20 per cent of Medalist staffs, and 42 per cent of Second Class staffs. In general staff members in Medalist schools are more likely to be able to take journalism courses, as Table 83 indicates.

Library facilities are limited, for only 41 per cent of All schools, 44 per cent of Medalist schools, and 45 per cent of Second Class schools report that the school provides a satisfactory journalism-mass media book collection in the library.

TABLE 83.--Journalism Courses Taught

	All	Medalist	Second Class
1-semester course	29	28	27
1-year journalism course	61	70	60
Second year journalism	44	55	43
Creative writing	56	52	59
Yearbook production	63	72	64
Mass media	30	37	26
Other journalism courses	36	47	29

Approximately two-thirds of the staffs have unsatisfactory editorial organization. For example, entertainment content should be assigned by one person, yet editors-in-chief, feature editors, and advisers make assignments.

Then, too, these assignments should be posted when one issue is circulated, but some have not posted them within the week.

Unfortunately poor staff organization is evident in copy editing procedure. Eight or nine out of ten editors-in-chief read entertainment content, yet this is the responsibility of the feature editor. In 19 per cent of the schools the principal invariably reads entertainment content, a form of censorship. More than four out of five advisers engage in this form of censorship.

It is clear that staff policies and procedures which involve two teenagers, the principal, and the adviser in the task of invariably reading all entertainment content are utterly unsatisfactory.

Competition

Only 4 per cent of all schools and no Medalist schools report competition from underground newspapers, although 12 per cent of All newspapers, 7 per cent of Medalist newspapers, and 13 per cent of Second Class newspapers report that underground newspapers publish vulgar and obscene entertainment content.

Criticism

The general reaction to entertainment content is good, according to 66 per cent of All schools, 88 per cent of Medalist schools, and 92 per cent of Second Class schools.

Adviser

Many newspaper advisers are new to their roles where they taught in 1970-71. In fact 25 per cent of All advisers, 22 per cent of Medalist advisers, and 26 per cent of Second Class advisers had not held the position until this year.

Many of the advisers had no academic preparation for their positions - 52 per cent of All advisers, 45 per cent of Medalist advisers, and 69 per cent of Second Class advisers. There were only 40 per cent of All advisers, 49 per cent of Medalist advisers, and 32 per cent of Second Class advisers who had 15 semester hours or more in college journalism courses.

Censorship

The principal is required to be a censor in 13 per cent of All schools, 7 per cent of the Medalist schools, 16 per cent of the Second Class schools. The adviser is required to be a censor by 36 per cent of All schools, 29 per cent of Medalist schools, 55 per cent of Second Class schools.

The nature of this censorship is reflected in data in Tables 83, 84 and 86 which notes that even copy which displeases the principal or adviser may not be published in some newspapers. Many advisers assign copy and most of them usually read all entertainment copy. Such a practice is, in effect, a form of censorship, revealing little faith in the students and little faith in their ability to teach the students.

TABLE 84.--Entertainment Content That Displeases the Newspaper Adviser Never Should Be Published

	All	Medalist	Second Class
Strongly agree	15	13	16
Agree	14	11	14
Uncertain or don't know	25	34	20
Disagree	28	14	27
Strongly disagree	18	23	24

TABLE 85.--Entertainment Content That Displeases the Principal Never Should Be Published

	All	Medalist	Second Class
Strongly agree	8	12	11
Agree	12	6	15
Uncertain or don't know	16	12	15
Disagree	40	37	34
Strongly disagree	24	33	25

TABLE 86.--Extent of Which Advisers Perform Student Task

	All	Medalist	Second Class
Make assignment	46	44	60
Invariably reads copy	88	83	94

Conclusions

Sweeping generalizations on the basis of this report are not warranted, but some tentative comments can be advanced.

1. Medalist newspaper staffs show a clearer perception of the scope of entertainment content.
2. They also excel in publishing journalistic features whereas Second Class newspapers excel in the literary features.
3. Medalist newspapers surpass others in making profits and avoiding deficits.
4. All newspapers - with some exceptions - are victims of censorship, often involving advisers in the performance of the editors' work.
5. Medalist newspapers are more likely to have qualified advisers, journalism courses, and adequate facilites than Second Class newspapers.

Opportunities for the improvement of the school newspaper as a pleasure dome challenge all newspapers, including those which receive the top-rating in critical services.

PART 3 - THE SCHOOL NEWSPAPER AS A PERSUASION PODIUM

Are top-rated school newspapers better than other newspapers in providing editorial leadership and student opinion?

To answer this question, Quill and Scroll Studies examined data from 235 high school newspapers, 80 per cent of which entered the 1970 Quill and Scroll Evaluation Service. A 167-item questionnaire was used.

Among these schools 22 per cent received the International rating; 32 per cent, First Class; 22 per cent, Second Class; 4 per cent, other ratings.

Of the 235 schools, 67 per cent were public; 19 per cent, independent; 12 per cent, parochial; 2 per cent, other. Also 98 per cent were 3-year, 4-year, 5-year, or 6-year high schools.

In addition, 85 per cent were coeducational; 71 per cent had traditional schedules; 66 per cent used offset; 25 per cent, letterpress; 8 per cent, the duplicating process.

The enrollment breakdown was: 1-499 students, 26 per cent; 500-999, 18 per cent; 1000-1999, 31 per cent; 2000-2999, 18 per cent; 3000 or more, 6 per cent.

International newspaper staffs have a greater degree of certainty about the importance of editorial leadership and student opinion in the newspapers, as Tables 1, 2, 3, 4, 5, and 6 indicate.

TABLE 1.-- The School Newspaper Properly May Serve as a Persuasion Podium That Advises, Influences, and Teaches

	All	International	Second Class
Strongly agree	45	66	36
Agree	44	32	48
Can't decide	5	..	8
Disagree	4	..	6
Strongly disagree	2	2	2

TABLE 2.--The School Newspaper Properly May Reflect Student Opinion, Favorable or Unfavorable

	All	International	Second Class
Strongly agree	62	70	60
Agree	31	26	28
Can't decide	2	2	4
Disagree	5	2	8
Strongly disagree	..	..	..

TABLE 3.--The School Newspaper Properly May Provide Opportunities for Staff Leadership

	All	International	Second Class
Strongly agree	64	86	62
Agree	22	10	26
Can't decide	6	4	8
Disagree	2	..	2
Strongly disagree	1	..	2

TABLE 4.--The School Newspaper Properly May Serve as a Forum for the Exchange of Comment and Criticism of Common Issues

	All	International	Second Class
Strongly agree	57	68	48
Agree	33	28	44
Can't decide	4	2	..
Disagree	4	2	6
Strongly disagree	1	..	2

TABLE 5.--The School Newspaper Properly May Provide a Presentation and Clarification of That School Community's Goals and Values

	All	International	Second Class
Strongly agree	50	60	44
Agree	38	34	44
Can't decide	7	4	6
Disagree	4	2	4
Strongly disagree	1	..	2

TABLE 6.--The School Newspaper Properly May Provide a Representative Picture of Student Opinion, Attitudes, Convictions, Beliefs

	All	International	Second Class
Strongly agree	55	67	58
Agree	34	24	32
Can't decide	7	4	6
Disagree	4	4	4
Strongly disagree	..	..	..

The international-rated newspaper is somewhat more insistent on its role as a loyal opposition medium than as a public relations medium, as Tables 7, 8, and 9 indicate.

TABLE 7.--The School Newspaper Is a Public Relations Medium Which Should Present No Opinion That Impairs the School's Image

	All	International	Second Class
Strongly agree	10	8	12
Agree	10	8	10
Can't decide	7	6	8
Disagree	36	40	30
Strongly disagree	38	38	40

TABLE 8.--The School Newspaper Is an Adversary Medium To Expose and Oppose the Administrative Establishment, Noting Its Failures

	All	International	Second Class
Strongly agree	3	2	4
Agree	5	8	2
Can't decide	8	6	12
Disagree	37	36	40
Strongly disagree	46	48	42

TABLE 9.--The School Newspaper Is a Loyal Opposition Medium Which Is Free To Comment Favorably or Unfaborably on Current Ideas, Events or Problems that Interest Its Publics

	All	International	Second Class
Strongly agree	38	42	40
Agree	38	42	34
Can't decide	10	8	10
Disagree	7	2	12
Strongly disagree	6	6	4

Three-fourths or more of the newspaper advisers report that their school curricula encourage students to think, to investigate, to make decisions about problems, and to defend the decisions that they make, even as members of minorities, according to Table 10.

Virtually all of them say that students should be free to investigate contemporary issues and to discuss them in the school newspaper. See Table 11. Yet a considerable number - about one-fifth - of them are unwilling to tolerate this freedom if the principal or adviser disapproves.

Second Class advisers are more insistent on conformity than are the International advisers. See Tables 12, 13. Note also that the freedom they support may be withdrawn if issues are controversial! See Table 14.

Fortunately about nine out of ten advisers opposed editorializing in the news. See Table 15. In practice this policy often is ignored in covering sports news.

International advisers see more clearly than Second Class advisers the necessity for editorials to be approved by the board inasmuch as they represent the official position of the newspaper. See Table 16.

TABLE 10.--The School Curriculum Encourages Students To Think, To Investigate, To Make Decisions About Problems, and To Defend the Decisions That They Make, Even as Members of Minorities

	All	International	Second Class
Strongly agree	31	38	34
Agree	38	38	38
Can't decide	10	8	10
Disagree	16	14	14
Strongly disagree	4	2	4

TABLE 11.--The Students Should Be Free To Investigate Contemporary Issues and To Discuss Them in the School Newspapers

	All	International	Second Class
Strongly agree	65	70	74
Agree	29	26	26
Can't decide	2	2	..
Disagree	3	2	..
Strongly disagree	1	..	..

TABLE 12.--The School Should Publish No Editorial or Opinion Comment of Which the Principal Disapproves

	All	International	Second Class
Strongly agree	8	8	16
Agree	13	8	12
Can't decide	7	8	4
Disagree	28	36	24
Strongly disagree	44	40	44

TABLE 13.--The School Newspaper Should Publish No Editorial or Opinion Comment of Which the Adviser Disapproves

	All	International	Second Class
Strongly agree	10	10	14
Agree	13	10	14
Can't decide	7	8	6
Disagree	36	32	38
Strongly disagree	35	40	28

TABLE 14.--The School Newspaper Should Avoid Comment on Current Controversies or Comments That May Stimulate Controversy

	All	International	Second Class
Strongly agree	5	6	6
Agree	6	6	8
Can't decide	2	2	0
Disagree	33	40	28
Strongly disagree	54	46	58

TABLE 15.--The School Newspaper Reporters Should Be Free To Inject Their Personal Opinions in the News Stories Which They Write

	All	International	Second Class
Strongly agree	3	2	6
Agree	3	4	2
Can't decide	3	4	..
Disagree	24	18	22
Strongly disagree	67	72	70

TABLE 16.--School Newspaper Editorials - So Far as Topics and Treatment Are Concerned Should Be Approved by the Editorial Board - Not Just One Editor or the Author or the Adviser Alone

	All	International	Second Class
Strongly agree	28	30	32
Agree	40	48	30
Can't decide	12	4	20
Disagree	13	12	14
Strongly disagree	7	6	4

International staffs are more likely to have the editorial board approve the editorial topic, treatment, and conclusions than are other boards, as Table 17 indicates. They are less likely to

assign that task to the adviser. In a few instances the principal makes the decision.

Obviously many staffs have no clear-cut policy on decision-making. For example, International staffs report that 80 per cent of them assign this decision-making process to the editorial board. In that event other answers should add up to 20 per cent, but they add up to 171 per cent! Similar disparities appear with regard to All newspapers and to Second Class newspapers. Hence, too many staffs are too casual and informal in their procedure - an evidence of journalistic irresponsibility.

TABLE 17.--Who Determines Editorial Topics, Treatment, Conclusions

	All	International	Second Class
Editorial writer	69	63	69
Editor-in-chief	57	49	58
Adviser	28	19	32
Principal	9	3	7
Editorial board	68	80	65
Editorial page editor	44	39	53

Many readers assume that any opinion presented in the newspaper - commercial or scholastic - is supported by the newspaper staff. School newspaper staffs in their policy guidelines should make it clear that only the editorial has the official support of the newspaper staff. Other opinions are those of the columnists or contributors.

International newspaper staffs are more likely to present content that is designed to influence, advise, persuade in a variety of kinds of content as Table 18 indicates. International staffs are less likely to tolerate a principal's column. For details see Table 18.

Unfortunately the pro and con symposium is used too rarely. This approach provides for a fair and balanced approach to controversial issues which demand attention yet on which the newspaper staff may not yet have a position.

The picture st°ry can graphically portray a parking problem, a litter situation, a cafeteria issue, yet even International editors in many instances ignore this possibility. The single question with numerous answers - sometimes termed the "roving" or "inquiring" reporter provides a chance to get students' names in the newspaper.

TABLE 18.--Kinds of Content Dealing with Staff and Student Opinion

Kind of Content	All	International	Second Class
Editorials presenting the official staff view	75	88	73
Columns of comment	85	92	78
Reviews of critiques	89	98	83
Letters to the editor	91	98	96
Opinion interviews	89	94	88
Polls (not straw votes)	71	78	66
Pro and con symposiums	53	65	45
Picture stories	55	66	41
Cartoons	89	94	90
One timely questions with series of short answers	55	70	43
Principal's columns	16	13	24
Other opinion content	82	80	88

International newspapers are more likely to use bigger type, wider columns, and headlines rather than titles in stressing editorials than are other newspapers, according to Table 19. Second Class newspapers are more likely to label editorials with a standing head "editorials." International editorials more often appear in the upper lefthand corner than do other editorials.

TABLE 19.--Editorials Are Printed In or Under

	All	International	Second Class
Use bigger type	59	91	49
Use boldface type	16	12	21
Use wider column	84	98	80
Put on page one	8	6	7
Put in upper lefthand corner, editorial page	82	93	83
Under heading: editorials	51	41	55
Under short title	46	46	44
Under headline	75	81	76

Advice given to editorial writers and opinion contributors by the International and Second Class newspapers does not differ markedly, as Table 20 indicates.

TABLE 20.--Advice Given to Editorial Writers and Opinion Contributors

	All	International	Second Class
Be brief	53	80	88
Be accurate and truthful	97	100	100
Choose timely topics	87	94	84
Avoid controversies	10	7	10
Examine current problems	89	96	90
Verify facts	97	98	100
Research topics	93	100	96
Investigate "all" sides	90	90	90
Be positive, constructive	82	78	90
Let chips fall where they may	31	32	22
Write lucid prose	61	59	63
Rewrite to improve text	91	94	94
Avoid sarcasm, ridicule	79	88	80
Avoid libel	94	98	98
Avoid personalities	77	87	71
Avoid scolding, nagging	85	90	82
Present specific remedies	88	96	81
Commend as well as condemn	94	98	90
Be reasonable, realistic	95	96	96
Expect cuts in length	67	73	64
Stand behind what's written by signing name	75	76	76

More than fifty topics were listed for participants to note. They could indicate whether they had published one editorial, more than one editorial, other opinion content on the topic, or had not discussed the topic in the newspaper. Some also gave no answer.

While International newspapers gave somewhat greater attention to the student councils than did other newspapers, nearly one-fourth in a period of half a year made no comment on the student council.

Similarly International newspapers - one-fifth of them - found nothing to say about the academic program. Many of them had no editorial comment on student publications and many of them virtually ignored magazines. To be sure, many schools have no magazines.

Only 8 per cent of the International and 10 per cent of the Second Class newspapers took editorial cognizance of the underground newspaper. See Tables 21-27.

TABLE 21.--Student Council Work

	All	International	Second Class
Once in editorial	18	16	25
More than one editorial	35	38	25
In other opinion content	25	22	35
Not discussed at all	9	4	2
No answer	13	20	12

TABLE 22.--School Spirit

	All	International	Second Class
Once in editorial	25	33	16
More than one editorial	27	12	38
In other opinion content	18	20	22
Not discussed at all	19	29	14
No answer	11	6	10

TABLE 23.--Supporting Other Activities

	All	International	Second Class
Once in editorial	25	29	20
More than one editorial	30	24	36
In other opinion content	26	18	30
Not discussed at all	9	10	8
No answer	9	18	6

TABLE 24.--Academic Program

	All	International	Second Class
Once in editorial	32	49	36
More than one editorial	27	27	16
In other opinion content	18	13	24
Not discussed at all	11	4	12
No answer	12	17	12

TABLE 25.--School Newspaper

	All	International	Second Class
Once in editorial	26	32	27
More than one editorial	13	16	14
In other opinion content	22	18	25
Not discussed at all	35	36	29
No answer	5	4	4

TABLE 26.--School Yearbook

	All	International	Second Class
Once in editorial	9	8	10
More than one editorial	3	2	2
In other opinion content	26	34	31
Not discussed at all	60	54	55
No answer	2	2	2

TABLE 27.--School Magazine

	All	International	Second Class
Once in editorial	6	4	8
More than one editorial	3	..	2
In other opinion content	17	18	18
Not discussed at all	74	78	71
No answer	..	..	..

TABLE 28.--Underground Newspaper

	All	International	Second Class
Once in editorial	9	4	10
More than one editorial	4	4	..
In other opinion content	7	9	8
Not discussed at all	74	83	80
No answer	..	..	2

While school newspapers at times over-emphasize sports, data in Tables 29, 30, 31, 32 indicate that in terms of editorial support, inter-school, intramural, and girls' sports receive scant attention.

TABLE 29.--Athletic Team Support

	All	International	Second Class
Once in editorial	20	22	16
More than one editorial	20	10	24
In other opinion content	35	35	40
Not discussed at all	15	24	14
No answer	9	10	6

TABLE 30.--Girls' Sports

	All	International	Second Class
Once in editorial	6	4	6
More than one editorial	9	4	10
In other opinion content	39	42	40
Not discussed at all	43	48	42
No answer	2	2	2

TABLE 31.--Intramural Sports

	All	International	Second Class
Once in editorial	6	4	2
More than one editorial	6	4	4
In other opinion content	38	29	46
Not discussed at all	47	57	46
No answer	3	6	2

TABLE 32.--Inter-school Sports

	All	International	Second Class
Once in editorial	12	8	10
More than one editorial	15	10	16
In other opinion content	39	37	39
Not discussed at all	27	37	27
No answer	6	8	8

While topics in Tables 33-45 cover a wide range of school interests, relatively few staffs in six months gave them editorial attention. Thus, the Parent Teachers Association, other parents organizations, and the Board of Education rarely receive comment.

Similarly the school library, health services, food service, guidance, grades and grading, tests and examinations, and classroom conduct are noted in relatively few newspapers - International and Second Class.

TABLE 33.--Class Schedules

	All	International	Second Class
Once in editorial	18	16	4
More than one editorial	13	12	12
In other opinion content	20	22	29
Not discussed at all	43	37	51
No answer	5	12	4

TABLE 34.--Bus Schedules

	All	International	Second Class
Once in editorial	5	4	4
More than one editorial	3	2	..
In other opinion content	4	..	6
Not discussed at all	87	91	90
No answer	1	2	..

TABLE 35.--Parking, Traffic

	All	International	Second Class
Once in editorial	15	19	16
More than one editorial	11	8	10
In other opinion content	16	23	16
Not discussed at all	56	44	59
No answer	3	6	..

TABLE 36.--PTA, Parents' Groups

	All	International	Second Class
Once in editorial	6	2	4
More than one editorial	5	8	4
In other opinion content	19	26	14
Not discussed at all	69	64	76
No answer	..	..	2

TABLE 37.--Board of Education

	All	International	Second Class
Once in editorial	11	10	10
More than one editorial	12	20	8
In other opinion content	15	18	18
Not discussed at all	58	40	62
No answer	5	12	2

TABLE 38.--Nontraditional Schedule

	All	International	Second Class
Once in editorial	19	10	14
More than one editorial	17	8	4
In other opinion content	13	22	16
Not discussed at all	57	51	61
No answer	5	8	4

TABLE 39.--School Library

	All	International	Second Class
Once in editorial	10	6	6
More than one editorial	8	10	6
In other opinion content	32	29	29
Not discussed at all	46	51	55
No answer	5	4	4

TABLE 40.--Health Service

	All	International	Second Class
Once in editorial	2	..	2
More than one editorial	3	4	2
In other opinion content	11	15	10
Not discussed at all	83	80	84
No answer	1	..	2

TABLE 41.--Food Service

	All	International	Second Class
Once in editorial	16	6	20
More than one editorial	8	6	10
In other opinion content	24	30	18
Not discussed at all	48	51	49
No answer	4	6	4

TABLE 42.--Guidance

	All	International	Second Class
Once in editorial	11	10	4
More than one editorial	11	14	4
In other opinion content	29	27	37
Not discussed at all	45	40	53
No answer	4	8	2

TABLE 43.--Grades, Grading

	All	International	Second Class
Once in editorial	24	16	20
More than one editorial	16	16	14
In other opinion content	20	10	24
Not discussed at all	32	32	39
No answer	9	26	4

TABLE 44.--Tests, Examinations

	All	International	Second Class
Once in editorial	19	15	18
More than one editorial	11	10	8
In other opinion content	28	31	38
Not discussed at all	34	29	32
No answer	7	14	4

TABLE 45.--Classroom Conduct

	All	International	Second Class
Once in editorial	14	13	14
More than one editorial	9	9	10
In other opinion content	14	13	8
Not discussed at all	60	57	65
No answer	3	8	..

International newspaper editorial writers were somewhat more concerned about war in Indochina, the crisis in the Middle East, environmental issues, government, inflation, unemployment, race problems, drugs, tobacco, than other newspapers, yet the number was relatively small. See Tables 46-57.

TABLE 46.--War in Indochina

	All	International	Second Class
Once in editorial	14	20	4
More than one editorial	12	11	14
In other opinion content	14	14	8
Not discussed at all	55	43	65
No answer	6	11	10

TABLE 47.--Middle East Crisis

	All	International	Second Class
Once in editorial	4	7	2
More than one editorial	4	2	4
In other opinion content	10	13	8
Not discussed at all	78	71	80
No answer	4	7	6

TABLE 48.--Ecology, Environment

	All	International	Second Class
Once in editorial	17	22	14
More than one editorial	29	33	27
In other opinion content	21	8	22
Not discussed at all	16	8	20
No answer	17	30	18

TABLE 49.--Local City Government

	All	International	Second Class
Once in editorial	12	22	6
More than one editorial	8	12	2
In other opinion content	16	6	18
Not discussed at all	61	51	75
No answer	3	8	..

TABLE 50.--Local County Government

	All	International	Second Class
Once in editorial	7	9	6
More than one editorial	3	4	..
In other opinion content	8	6	6
Not discussed at all	80	74	88
No answer	2	6	..

TABLE 51.--Federal Government

	All	International	Second Class
Once in editorial	15	18	12
More than one editorial	9	14	6
In other opinion content	15	18	20
Not discussed at all	56	45	61
No answer	4	4	2

TABLE 52.--Inflation

	All	International	Second Class
Once in editorial	8	13	8
More than one editorial	3	6	..
In other opinion content	5	6	..
Not discussed at all	82	73	90
No answer	1	2	2

TABLE 53.--Unemployment

	All	International	Second Class
Once in editorial	3	6	..
More than one editorial	4	6	..
In other opinion content	9	10	4
Not discussed at all	83	75	94
No answer	2	2	2

TABLE 54.--Race

	All	International	Second Class
Once in editorial	11	20	10
More than one editorial	10	14	8
In other opinion content	12	10	14
Not discussed at all	63	49	65
No answer	4	6	4

TABLE 55.--Drugs

	All	International	Second Class
Once in editorial	18	18	16
More than one editorial	18	20	12
In other opinion content	30	20	32
Not discussed at all	22	22	26
No answer	12	18	14

TABLE 56.--Tobacco, Cigarettes

	All	International	Second Class
Once in editorial	13	13	8
More than one editorial	7	4	6
In other opinion content	17	28	14
Not discussed at all	61	53	69
No answer	2	..	4

TABLE 57.--Cereal, Diets, Tobacco

	All	International	Second Class
Once in editorial	13	2	6
More than one editorial	7	4	2
In other opinion content	17	13	8
Not discussed at all	61	79	82
No answer	2	2	2

If teenagers are concerned about the 18-year-old vote, they concealed it during the 1970 fall semester and the early months of 1971, for very few newspapers editorial or other comment on it more than once. See Table 58.

Dress codes received no notice in more than one-half of the International newspapers and 40 per cent of the Second Class newspapers, as Table 59 indicates.

TABLE 58.--18-Year-Old Vote

	All	International	Second Class
Once in editorial	30	37	22
More than one editorial	9	4	6
In other opinion content	13	13	10
Not discussed at all	41	25	60
No answer	7	20	2

TABLE 59.--Dress Code

	All	International	Second Class
Once in editorial	16	14	22
More than one editorial	22	18	16
In other opinion content	16	14	22
Not discussed at all	37	36	28
No answer	9	18	12

Many newspaper editorial staffs appear to be bogged down in apathy and inertia, according to the preceding tables and those that follow. Occasionally it appears that teenagers prefer isolationism to international leadership or are too bored to bother about many current issues.

On the whole, International newspapers appear to exercise more initiative than other staffs, yet 85 per cent were not interested in communism or wearing armbands or emblems. Three out of five had no comment on rowdyism and violence. Four out of five felt no shame about draft dodgers and deserters. More than one-half were not interested in the draft or a volunteer army, in censorship, or in juvenile delinquency and crime.

Are high school editors complacent and compliant? Or do principals and advisers make dissent inexpedient? A review of the data in Tables 60 through 75 is somewhat disappointing to those who believe that a school newspaper may be an architect of attitudes.

TABLE 60.--Mini-Skirts

	All	International	Second Class
Once in editorial	8	8	6
More than one editorial	5	10	2
In other opinion content	20	17	22
Not discussed at all	63	60	67
No answer	3	4	4

TABLE 61.--Communism

	All	International	Second Class
Once in editorial	3	2	4
More than one editorial	4	4	2
In other opinion content	7	6	8
Not discussed at all	83	85	84
No answer	3	2	2

TABLE 62.--Hair Styles, Whiskers

	All	International	Second Class
Once in editorial	11	10	8
More than one editorial	10	12	6
In other opinion content	20	16	16
Not discussed at all	55	57	23
No answer	4	4	8

TABLE 63.--Bare Feet

	All	International	Second Class
Once in editorial	4	2	..
More than one editorial	..	..	..
In other opinion content	5	4	6
Not discussed at all	90	94	92
No answer	1	..	2

TABLE 64.--Wearing Armbands, Emblems

	All	International	Second Class
Once in editorial	5	4	6
More than one editorial	2	2	2
In other opinion content	8	4	8
Not discussed at all	84	85	84
No answer	1	14	..

TABLE 65.--Display of Weapons

	All	International	Second Class
Once in editorial	3	2	4
More than one editorial	..	..	..
In other opinion content	2	4	..
Not discussed at all	95	94	96
No answer	..	..	..

TABLE 66.--Teachers' Strike

	All	International	Second Class
Once in editorial	4	8	..
More than one editorial	2	6	..
In other opinion content	3	8	2
Not discussed at all	90	76	98
No answer	1	2	..

TABLE 67.--Local Demonstrations

	All	International	Second Class
Once in editorial	7	6	4
More than one editorial	5	6	10
In other opinion content	10	18	..
Not discussed at all	75	65	76
No answer	3	4	4

TABLE 68.--Rowdyism, Violence

	All	International	Second Class
Once in editorial	19	21	18
More than one editorial	12	8	14
In other opinion content	9	6	8
Not discussed at all	56	60	51
No answer	5	4	4

TABLE 69.--Dodgers, Deserters

Once in editorial	5	2	..
More than one editorial	3	4	2
In other opinion content	7	10	4
Not discussed at all	84	81	92
No answer	1	2	2

TABLE 70.--Draft, Volunteer Army

	All	International	Second Class
Once in editorial	10	17	8
More than one editorial	8	10	8
In other opinion content	14	10	14
Not discussed at all	62	54	67
No answer	5	8	3

TABLE 71.--Rock Festivals

	All	International	Second Class
Once in editorial	5	10	2
More than one editorial	5	4	4
In other opinion content	26	27	27
Not discussed at all	62	56	65
No answer	2	2	2

TABLE 72.--Censorship

	All	International	Second Class
Once in editorial	13	17	10
More than one editorial	6	4	..
In other opinion content	14	17	8
Not discussed at all	63	54	78
No answer	5	8	4

TABLE 73.--Juvenile Delinquency, Crime

	All	International	Second Class
Once in editorial	11	6	16
More than one editorial	5	6	..
In other opinion content	15	21	14
Not discussed at all	65	60	67
No answer	5	6	4

TABLE 74.--Adult Delinquency

	All	International	Second Class
Once in editorial	5	2	4
More than one editorial	3	2	4
In other opinion content	6	4	6
Not discussed at all	84	88	82
No answer	2	4	4

TABLE 75.--Controversial Issues

	All	International	Second Class
Once in editorial	13	12	12
More than one editorial	41	45	45
In other opinion content	12	6	10
Not discussed at all	14	6	18
No answer	21	7	14

TABLE 76.--Community Issues

	All	International	Second Class
Once in editorial	16	25	18
More than one editorial	27	31	25
In other opinion content	20	10	22
Not discussed at all	26	13	31
No answer	11	21	4

Editorials of commendation appear to be used sparingly, according to Tables 77, 78, 79. Within six months nearly every newspaper ought to find something to applaud and endorse.

TABLE 77.--Commendation of Teachers

	All	International	Second Class
Once in editorial	16	17	14
More than one editorial	10	13	6
In other opinion content	31	19	27
Not discussed at all	40	46	53
No answer	3	6	..

TABLE 78.--Commendation of Principals

	All	International	Second Class
Once in editorial	13	9	18
More than one editorial	6	11	2
In other opinion content	14	13	14
Not discussed at all	58	64	64
No answer	4	4	2

TABLE 79.--Commendation of Others

	All	International	Second Class
Once in editorial	17	19	17
More than one editorial	19	29	17
In other opinion content	33	23	25
Not discussed at all	23	19	27
No answer	8	10	4

To what extent has unrest posed problems for high school newspapers? Schools participating in this study have for the most part been affected slightly, according to Tables 80 through 86. Very few have lost in either student or faculty support, circulation or advertising. Nor is their ferquency of publication related to student unrest.

TABLE 80.--Underground Newspapers

	All	International	Second Class
Strongly agree	1	..	2
Agree	9	7	8
Don't know, undecided	10	13	8
Disagree	28	36	17
Strongly disagree	52	44	65

TABLE 81.--Discussion of Controversy Limited

	All	International	Second Class
Strongly agree	2	4	2
Agree	7	6	6
Don't know, undecided	6	8	2
Disagree	28	33	24
Strongly disagree	57	48	65

TABLE 82.--Unrest Has Reduced Circulation

	All	International	Second Class
Strongly agree	3	2	6
Agree	5	9	..
Don't know, undecided	5	6	6
Disagree	24	19	23
Strongly disagree	64	64	65

TABLE 83.--Unrest Has Reduced Advertising

	All	International	Second Class
Strongly agree	2	2	..
Agree	1	..	..
Don't know, undecided	7	9	9
Disagree	25	22	24
Strongly disagree	65	67	67

TABLE 84.--Unrest Has Reduced Frequency of Publication

	All	International	Second Class
Strongly agree	1	2	..
Agree	2	..	2
Don't know, undecided	3	4	..
Disagree	27	21	67
Strongly disagree	66	72	67

TABLE 85.--Unrest Has Reduced Faculty Support

	All	International	Second Class
Strongly agree	2	2	4
Agree	8	6	6
Don't know, undecided	10	13	8
Disagree	24	21	25
Strongly disagree	57	58	56

TABLE 86.--Unrest Has Reduced Student Support

	All	International	Second Class
Strongly agree	2	..	4
Agree	10	13	4
Don't know, undecided	9	6	15
Disagree	24	21	21
Strongly disagree	56	60	56

International newspapers appear to have more praise from students than do other newspapers, but are less certain about their acceptance in other groups, as Tables 87 and 88 indicate.

TABLE 87.--Extent of Praise for Editorials

Group	All	International	Second Class
Students	58	69	49
Student council	41	48	47
Principal	57	56	58
Faculty	55	60	51
Parents	26	26	18
Board of education	21	19	19

TABLE 88.--Extent of Praise of Other Opinion Content

	All	International	Second Class
Students	61	78	58
Student council	55	56	58
Faculty	55	71	51
Board of education	21	22	20
Parents	27	36	21

Second Class advisers are under greater pressures to serve as censors than are International advisers. Only 11 per cent of the former are required to be censors whereas 24 per cent of the former are under this compulsion.

International advisers, however, receive less financial support. Only 15 per cent are assured funds to publish the newspaper every two weeks whereas 32 per cent of the Second Class advisers are.

International advisers are better off in terms of space and facilities. Eighty-four per cent report that a newspaper headquarters was designed for that purpose whereas only 62 per cent of the Second Class advisers are this fortunate.

Only 49 per cent of the boards of education provide funds for a library with satisfactory journalism-mass media resources for International newspapers, only 27 per cent for Second Class newspapers.

Whereas 80 per cent of the International advisers have fifteen or more semester hours in journalism, only 47 per cent of the Second Class advisers meet this standard. And approximately one-fourth of the International and two-fifths of the Second Class advisers never have had a college journalism course.

Students in schools with an International newspaper have better opportunities to enroll in journalism courses, as Table 89 indicates.

TABLE 89.--Extent of Journalism Instruction

Course	All	International	Second Class
Beginning journalism - 1 sem.	36	41	31
Beginning journalism - 1 year	39	74	53
Advanced journalism	48	67	32
Yearbook production	62	74	55
Mass media	40	49	34
Other journalism courses	20	73	7

Despite the availability of instruction, many newspaper staffs are handicapped by ineffective staff organization. For example, 56 per cent of the international staffs and 75 per cent of the Second Class staffs do not assign editorials when other assignments are made. And 23 per cent of the former and 8 per cent of the latter assign editorials the day before the editorial is due.

These lax procedures may be justified by the assumption that timeliness is of the essence, but actually they are evidence of procrastination and indecision. Editorials with depth cannot be produced in a desperate effort to put something on the page at the last moment.

Similarly there appears to be some confusion as to who determines what the editorial topic will be. Although the decision should be made only by the newspaper board - key editors - and adviser - the participants in the study say it may be done by the editorial writer, the editor-in-chief, editorial page editor, adviser or principal.

Sound staff organization for any school newspaper requires that the tasks performed in producing the publication eliminate duplication of duties and overlap of responsibility.

These tentative conclusions are warranted:

1. Newspapers published less often than one or two weeks are in a difficult position to publish timely editorial and other persuasion content.

2. Inadequate financial support accounts in some instances for the failure of staffs to publish their newspaper as often as minimum standards require.

3. Despite the availability of staff training in journalism courses, many staffs lack satisfactory guidelines in determining who will choose editorial topics and when they will be assigned.

4. Too many newspapers are supervised by teachers who have no professional preparation in college journalism courses. Many others have too little.

5. Newspaper staffs and journalism classes are handicapped by inadequate library facilities.

6. Censorship prevents the staff from developing the school newspaper into an effective persuasion podium.

7. Evidence that school newspapers provide dynamic leadership in supporting constructive editorials or perceptive comment is unimpressive.

Teenagers today are portrayed at times as young people deeply distressed by the world in which they find themselves. They are said to be alienated from society in general and their communities in particular. They are described as being agitated by war, pollution, drugs, and other problems. At times they are presented as young people excited and challenged by the problems they face.

Do teenagers gripe and grumble? No doubt they do. Do they dissent and rebel? Perhaps. Are their lamentations more than skin-deep? The data presented here probably are much the same as they would have been in 1965, 1955, 1945.

Perhaps it is too easy to use fists. Feelings may be translated into rowdyism, vandalism, violence, crime. They may lead to a quest for refuge in drugs or alcoholism.

What are thinking students doing who do not surrender to such feelings? Have they compassion? Have they a way to crusade? Have they discovered the editorial and attempted to become architects of attitudes? So far they are not keeping pace with those who prefer either escape or violence.